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ABSTRACT

A study was conducted to determine the program activities that should be undertaken by the vocational education staff and corresponding implications for organizational arrangements within the chancellor's office of the California community colleges. Questionnaires gathered information on four issues: organizational structure, administration of the vocational education activities, functions and activities to be carried out by the staff in vocational education, and qualifications for vocational education staff. Interviews were conducted with 84 persons: chancellor's office staff, deans of occupational education, deans of instruction and presidents/superintendents in community colleges, members of the Board of Governors, and vocational education administrators in other states and at the national level. Findings supported the conclusion that the current organizational structure of the chancellor's office has fragmented the vocational education activities and created barriers to effective leadership. The administration of activities within the chancellor's office was characterized by poor management practices and a lack of communication. Findings suggested that staff in vocational education need many of the same general skills and abilities as professional employees in any like institution. Leadership and interpersonal skills were viewed as desirable. Recommendations for changes in the chancellor's office were made for each issue. (The instruments are appended.) (YLB)

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Final Report

Vocational Education Management Study

Department of Applied Behavioral Sciences
University of California
Davis, California 95616

Co-Investigators: G. Barbara Goldman, Ph.D.
O. E. Thompson, Ph.D.

Project Director: Barbara Nemko, Ph.D.

Research Associate: Eina Dutton, M.Ed.

Research Assistant: Eric Zilbert, B.S.

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Table of Contents

ACKNOWLEDGEMENTS. i

EXECUTIVE SUMMARY iii

INTRODUCTION. 1

Need for the Study 1

METHOD. 3

Instrument Development 3

Sample Selection 4

Data Collection. 4

FINDINGS. 5

Organizational Structure of the Chancellor's Office. 5

Administration of the Vocational Education Activities in the Chancellor's Office. 7

Services Chancellor's Office Should Provide. 8

Qualifications for Vocational Education Staff. 11

CONCLUSIONS AND RECOMMENDATIONS 13

Role of Vocational Education in Community Colleges 13

Organizational Structure of the Vocational Education Function in the Chancellor's Office 15

Service Functions the Chancellor's Office Should be Providing and the Administration of Those Functions . . . 17

Qualifications of the Vocational Education Staff 21

REFERENCES. 24

APPENDIX A. 25

APPENDIX B. 51

APPENDIX C. 54

The Executive Summary

This report represents a part of the program and budget review mandated by the 1982-83 Budget Act of certain activities within the Program Approval and Evaluation Unit and the College Services Unit within the Chancellor's Office, California Community Colleges. This part is focused on the appropriate organizational structure, program activities and functions needed in the above units to fulfil the responsibilities of the Chancellor's Office to the public, community colleges and the state in the field of vocational education.

The review team developed a questionnaire based on the problems and issues identified informally by the staff in vocational education in the Chancellor's Office and by a sample of deans and directors of programs in occupational education in a number of community colleges. Responses to the final questionnaire were received by in-person and telephone interviews with all the appropriate personnel in the Chancellor's Office, a stratified random sample of Deans of Occupational Education, Deans of Instruction and Presidents/Superintendents in community colleges, members of the Board of Governors, and vocational education administrators in other states and at the national level. Eighty-four persons were interviewed by the U.C. Davis research team in a two month period during fall, 1982.

General Conclusions and Recommendations

The review team found there was much concern from the state level staff and from the field that the services of the Chancellor's Office to vocational education were neither of the scope nor the quality needed by the colleges and others. The findings from the interviews support the following conclusions and recommendations:

I. Organizational Structure

A. Conclusions

The current organizational structure of the Chancellor's Office has fragmented the vocational education activities and created barriers to effective leadership. This is partially responsible for what the field perceives as inefficient, unresponsive implementation of vocational education services.

B. Recommendations

1. The lack of leadership in vocational education in the Chancellor's Office was of such a high concern that this must be addressed as a top priority. The major recommendation to improve leadership was to procure an administrator for vocational education whose credentials and experience are commensurate with the importance of the job. Further, there was unanimity from the staff and field that this individual be appointed at a high enough level that she/he could represent the needs of vocational education in all situations and environments.
2. To eliminate the fragmented delivery of vocational education services, vocational education staff in the Chancellor's Office must be restructured into a unit that can better respond to the needs of the state and colleges.
3. To increase the ability of the Chancellor's Office to respond promptly and accurately to requests for information or assistance serious consideration should be given to the reinstatement of the regional offices.

II. Service Function of the Chancellor's Office and Administration of Those Functions

A. Conclusion

1. Poor management practices have resulted in an inefficient use of organizational and human resources allocated to vocational education. The apparent absence of a comprehensive planning process, individual staff workplans and an effective accountability system has resulted in low staff morale and little confidence in the Chancellor's Office to carry out its responsibilities.
2. There is a need for a reassessment of the amount of effort currently allocated to federal compliance activities.
3. There is a need to more accurately assess the utility of and need for technical assistance and support services currently being provided to the colleges.

B. Recommendations

1. A short and long term planning process must be developed to address the concerns and issues related to the management of vocational education functions within the Chancellor's Office.
2. The planning process must attend to prioritizing major goals, functions and activities and identifying structures and capabilities needed for implementation.

III. Qualifications of Vocational Education Staff

A. Conclusions

1. The qualifications of the personnel in vocational education are vital to the kind and quality of services the Chancellor's Office can provide. There is the expectation that vocational staff will

possess a level of skill and ability commensurate with the demands of their position.

2. The results of the study clearly indicate a need for:
   a. high levels of technical competency in vocational areas for specialists;
   b. background in vocational education and managerial experience, preferably in community colleges, for mid level administrators; and
   c. competency in vocational education coupled with highly developed administrative ability and leadership skills for the person having major administrative responsibility for vocational education

B. Recommendations

1. It is important for the Chancellor's Office to be mindful of the expectation that its vocational education function should be carried out by vocational educators.
2. There is a need to better use the available human resources in vocational education through the identification of the functions of the office and the assignment of staff expertise to corresponding tasks.

Introduction

The Chancellor's Office of the California Community Colleges was directed, by legislative mandate, Item 6870-001, of the State of California 1982/83 Budget Act to prepare a program and budget review of the vocational education activities within its Program Approval and Evaluation and College Services Units. The scope of the study was to include but not be limited to: (1) current funding levels and funding sources for all program activities; (2) delineation of functions and responsibilities for vocational education programs in the two units; (3) identification of personnel and the vocational education functions undertaken in the units; (4) workload and performance indicators of each unit's activities; (5) program activities that should be undertaken by the two units; and (6) appropriate organizational arrangements of vocational education program staff in the Chancellor's Office.

To fulfill the requirements of the legislative mandate, the Chancellor's Office staff collected information to address items 1 through 4 above. The remaining two items, 5 and 6, were addressed in part by a management study carried out through a contract awarded to the University of California, Davis. The findings, conclusions and recommendations presented in this report are based on the results of that study.

Need for the Study

The State-level administrative agency for community college education was, until 1968, the California State Department of Education. At that time, the Chancellor's Office of the California Community Colleges was established to carry out this administrative function. From its inception until 1977 vocational education activities in this agency were carried out within a vocational education unit headed by an assistant chancellor who reported to the executive vice-chancellor. In 1977, a realignment of the organizational

structure of the Chancellor's Office dissolved the vocational education unit and placed the majority of vocational education staff into the Program Evaluation and Approval and College Services Units. A second structural change was implemented in 1981 when an administrative position was added at the unit level. This had the effect of placing another layer between office operations and the Chancellor.

Since this reorganization there has been increasing concern on the part of both the Chancellor's Office vocational education staff and community college administrators about the ability of the Chancellor's Office to carry out its responsibilities for vocational education.

The concerns center on the organizational structure, leadership in vocational education service delivery and staff qualifications. The location of vocational education staff in several units has resulted in duplication of effort in some areas, an absence of effort in others, and an uneven distribution of workload. The multiple administrative layers between the vocational education staff and the Chancellor have made it virtually impossible for the Chancellor's Office to provide the quality of statewide leadership in vocational education it is expected and obligated to provide to community colleges. In an attempt to rectify these problems the overall goal of the study was to develop appropriate organizational arrangements in the Chancellor's Office to meet the statewide needs of vocational education.

Method

The Request for Proposal (RFP) for the contract identified the main objective to be the determination of program activities that should be undertaken by the vocational education staff and corresponding implications for organizational arrangements within the Chancellor's Office. The information was to be obtained through interviews with key informants. The research procedures used are described below.

Instrument Development

The research staff conducted a series of unstructured interviews with key informants both within the community college system and the Chancellor's Office as a basis for designing a data collection instrument that would yield valid information. During these interviews a number of significant issues were identified. Generally, they fit into four categories: (1) organizational structure; (2) administration of the vocational education activities; (3) functions and activities to be carried out by the staff in vocational education; (4) qualifications for vocational education staff.

Although the scope of the issues extended beyond those identified in the RFP, it was quite apparent that all of these issues had important implications for the organizational arrangement of vocational education. The data collection instrument, therefore, was designed to gather information on each of the four issues identified above. Separate interview formats were designed for each respondent group. (See Appendix A for data collection instruments).

Because of the short contract duration, instrument pretesting was not possible. However, after the instrument had been administered several times slight modifications were made.

Sample Selection

Categories of respondents to be interviewed were suggested in the RFP. They were: (1) thirty-five Community College Deans of Occupational Education; (2) five Community College Presidents and Superintendents; (3) five Community College Deans of Instruction; (4) four State Directors, Vocational Education (including California); (5) three members of the Board of Governors who are on the Joint Policy Council; (6) Executive Director, California Advisory Council for Vocational Education (CACVE); (7) two representatives of the U.S. Department of Education; (8) all Chancellor's Office administrators and staff in vocational education (25 individuals); (9) three representatives from private industry; and (10) President, American Association of Community and Junior Colleges.

To select individuals to represent categories 1, 2 and 3 above, a proportional random sample of community college districts was chosen. The variables used for stratification were region (Central, Coastal, Southern), geographic location (urban, rural) and number of campuses per college district. In all 84 persons were interviewed.

Data Collection

Data were collected through in-person and telephone interviews. In person interviews were conducted with ten Deans of Occupational Education, four Superintendents and Presidents, two Deans of Instruction, the Director of Vocational Education for California, the Executive Director of CACVE, and the vocational education administrators and staff in the Chancellor's Office. The remainder were interviewed by telephone.

Each interviewee received a letter from the Chancellor's Office describing the purpose of the study, and requesting his/her cooperation. A copy of the survey was mailed to each respondent prior to the interview (see Appendix B, Introductory Letters).

Findings

Questions in the interview solicited specific information on the activities currently being carried out by the Chancellor's Office as well as general questions about the structure of the organization. The data identified a clear pattern of recurring issues, criticisms and suggestions. This pattern of responses suggested to the researchers that the findings be grouped by the four major issues rather than by individual questions.

In the findings, conclusions and recommendations sections, the term "staff" is used to designate professional personnel in vocational education in the Chancellor's Office; the term "field administrators" refers to community college presidents/superintendents, Deans of Instruction and Deans of Occupational Education; the term "field" refers to all respondents except those on the Chancellor's Office staff.

Organizational Structure of the Chancellor's Office

The organizational structure in the Chancellor's Office is divided into two segments, administration and program, each headed by an assistant chancellor. The assistant chancellor for administration directs the units for fiscal services, budget and accounting, facilities planning, credentials and administrative services. The assistant chancellor for programs directs the units concerned with college services, program evaluation and approval, specially funded programs and innovative studies, and supervises the special assistant for vocational education. The assistant chancellors report to the Executive Vice Chancellor who in turn reports to the Chancellor. Most of the personnel in vocational education are located in the units for College Services and Program Evaluation and Approval.

Across all respondent groups, two issues related to organizational structure emerged as major concerns. They were: (1) the lack of a

coordinated service delivery system; and (2) the absence of centralized administrative responsibility and leadership for vocational education. The major findings include the following:

1. Most of the interviewees (90%) identified the organizational structure as the reason for absence of leadership in vocational education in the Chancellor's Office. They also communicated that the dispersion of staff in vocational education into several units, the absence of a designated leader in vocational education and the multiple layers of administrators between the staff in vocational education and the Chancellor suggested that vocational education had a low priority in that office.

2. The fragmentation of personnel in vocational education in the Chancellor's Office into two separate units in different geographic locations was viewed as a major contributing factor to the lack of coordination in that office (by one-half of field persons interviewed). This was also viewed as the cause for the inability of the Chancellor's Office to respond to inquiries from the field.

3. The closing of the two regional offices was criticized by half of the field persons interviewed. Those supporting the regional offices praised those specialists for the ability they had in responding promptly and accurately to inquires for information.

4. Many respondents commented that the present administration in the Chancellor's Office had neither the background nor the appropriate experience to adequately represent the statewide needs of vocational education. They felt this deficiency contributed to the poor image and low credibility ascribed to vocational education in community colleges in some circles.

5. Most of the field and staff saw the single most important need in the Chancellor's Office to be the appointment of a leader, at the level of

assistant chancellor or its equivalent, with the appropriate credentials, ability and authority to speak for vocational educators statewide.

Administration of the Vocational Education Activities in the Chancellor's Office

The findings discussed within this section are, to a degree, interrelated with those described in the section on organizational structure. The main focus of the discussion, however, is on management of the College Services and Program Evaluation and Approval Units of the Chancellor's Office. Major findings include the following:

1. The group most critical of the internal management of the functions relating to vocational education were the Deans of Occupational Education and the staff in the Chancellor's Office. They reported there were no visible goals or mission for vocational education and consequently the Chancellor's Office administrative style was management by crisis.

2. Respondents also reported there was a lack of clarity in job descriptions of staff, no delineation of staff functions; no guidance for programs of work; and few, if any, meetings of staff to review progress, or discuss problems and concerns. Internal communication within the Chancellor's Office was reported to be nil.

3. Respondents reported that the absence of appropriate management practices within the Chancellor's Office resulted in a tendency for staff members to work in isolation rather than as a team. This is credited with fostering low staff morale and dissension. The result has been a duplication of efforts in some areas and absence of efforts in others. These conditions were reported by respondents in the field as well as those on the staff.

Services Chancellor's Office Should Provide

The draft California Five-Year State Plan for Vocational Education 1983-87, Volumes 1 and 2 states that one of the roles of the Chancellor's Office is to provide leadership by developing, administering, coordinating and evaluating the ongoing statewide community college programs in occupational education. Respondents interviewed in the management study were asked to judge the importance and quality of the services currently provided by the Chancellor's Office, and to describe additional services that should be provided. Respondents reported the following:

1. The Chancellor's Office self-study showed that staff members spent about two-thirds of their time administering V.E.A. grant monies and other mandated regulatory functions. Another one-fourth was allocated to activities such as course and program approval, inservice/preservice training, curriculum development, liaison with industry, and technical assistance. The remaining ten percent of their time was consumed by entitlements such as vacation and sick leave.

2. In commenting about current services provided by the Chancellor's Office, administrators at the college level see the regulatory function as a "necessary evil" and agree it must be done. They did criticize the Chancellor's Office for its inability to respond promptly, if at all, to their requests for information needed to complete forms and reports. Over one-half indicated they felt the function of the Chancellor's Office had changed from providing services to colleges to that of becoming a regulatory agency. Some felt the cost of compliance to qualify for federal funds would soon outweigh the dollars received.

3. Responses from over three-fourths of the field administrators confirmed that they seldom or never rely on the Chancellor's Office for

technical assistance in planning programs, curriculum development, preservice or inservice of teachers, labor market information or for assistance in the procurement of resources. A significant number (80%) of administrators did rely on the Chancellor's Office for interpretation of regulations and one-half expected the Chancellor's Office to represent their interests with the legislature. (See Table 1, Appendix C.)

4. Responses from the Chancellor's Office staff to the need for services by the colleges differ from those of college administrators. Over one-half of the staff reported that technical assistance to colleges was essential in program planning, curriculum development, preservice/inservice of teachers, labor market data, and resource procurement.

5. When asked about the need for technical assistance in the area of national priority programs, 50 percent of the field administrators viewed the service as essential for programs serving the handicapped and disadvantaged populations and somewhat less important for other priority areas. In contrast, 70 percent of the Chancellor's Office staff, with minor exceptions, rated their service to the colleges in national priorities as essential. (See Table 2, Appendix C.)

6. The quality of technical and support services provided by the Chancellor's Office in the areas of planning, curriculum, resource procurement, labor market data, and preservice/inservice training each received a rating of satisfactory by nearly three-fourths of the field administrators. Yet, only 20 percent indicated they relied on the Chancellor's Office for these services. In response to the quality of representation provided by the Chancellor's Office on matters in the legislature, the field ratings were divided equally among superior, satisfactory and unsatisfactory. The only service which was judged superior

by a majority was the interpretation of regulations. (See Table 3, Appendix C.) Apparently, the credit belongs to the regional office staff persons whose names were mentioned repeatedly by the field.

7. Respondents in the field were vocal in describing the services they felt the Chancellor's Office should provide. The need for overall leadership accompanied their comments regarding the need to streamline the data reporting and compliance procedures and increase the accuracy and timeliness of the technical assistance provided. Specifically, field administrators wanted assistance in examining the needs, strengths and weaknesses of occupational education programs. The thrust of this suggestion extends beyond data collection to developing a system for evaluating the effectiveness of programs and designing corrective actions where needed.

8. Over one-half of the field respondents felt the Chancellor's Office should be assuming a leadership role in the area of new and emerging occupations. Components of this area included taking the initiative for: (1) liaison with private industry; (2) regional planning to avoid duplication of high cost programs; (3) developing basic curriculum for programs in emerging occupations; and (4) upgrading teacher's technical skills through exchange programs with industry.

9. A substantial proportion of respondents felt the Chancellor's Office should be taking more responsibility and leadership in meeting the overall research needs for vocational education in California, specifically, in the development of a long-term plan addressing major research priorities and needs. For maximum utility to the field, a dissemination process needs to be developed and implemented so that local programs can benefit from findings.

Qualifications for Vocational Education Staff

The qualifications needed by the vocational education personnel in the Chancellor's Office has been a point of disagreement between the administrators in that office and the staff. The staff contends that the qualifications need to be upgraded beyond the current specifications while the administrators have proposed eliminating some of the present requirements. One of the main issues centers around the extent to which a background in vocational education is needed to carry out functions within the Chancellor's Office.

Responses from interviewees support the following findings:

1. Over three-fourths of all respondents interviewed agreed the specialist must have recognized expertise in at least one area of vocational education. Other qualifications expected, though of less significance, were familiarity with the organization and administration of community colleges and competency in working with business and industry.

2. Ninety percent of staff and field respondents stated that mid-level administrators should have experience in management and administration preferably in a community college. Important, though to a lesser degree (65%), was the need for subject matter expertise in one or more of the U.S.O.E. vocational areas. This was followed closely by leadership skills, interpersonal skills and the ability to be an advocate for vocational education.

3. Over 88 percent of all respondents agreed that the person who has/will have the major administrative responsibility for vocational education in the Chancellor's Office should have proven ability in administration. Most (60%) mentioned that the administrator at this level should have experience in vocational education. Respondents stated that this individual must have

strong leadership ability and be an articulate advocate for vocational education. Also mentioned was experience in state level government. Nearly 60 percent of respondents felt it was essential to place the major administrator for vocational education at a level of administration high enough to have the authority to provide leadership. The assistant chancellor level was mentioned repeatedly.

Conclusions and Recommendations

The review team realizes there may be situations and conditions of which they are unaware and which may influence the ability of the Chancellor's Office to respond to certain of the recommendations.

Role of Vocational Education in Community Colleges

Providing education in vocational areas to prepare students for gainful employment has long been a function of community colleges. Given the large proportion of community college students enrolled in this segment of offerings, it is important that the conclusions and recommendations be viewed within this context.

California community colleges (junior colleges until the mid-1960s) were among the first such institutions to be established in the nation. They grew out of the Act of 1907 which permitted any four-year high school to add two more years "which courses of study shall approximate the studies prescribed in the first two years of university courses" (Deutch, 1948). From a few two-year institutions and a small number of students in 1915, the system has grown to 106 community colleges with an enrollment of about 1.2 million students.

While the initial language creating grades 13 and 14 prescribed the equivalent of the first two years of the university curriculum, the Special Legislative Committee on Education (1920) encouraged the expansion of offerings in vocational education. The Strayer Report (Deutch, 1948) stated that while there was a tendency to imitate the curriculum in the universities, nevertheless, the junior colleges had a unique function which was to provide training for gainful occupation. The Master Plan for Higher Education in California 1960-1975, in its statement on differentiation of function among the three segments of higher education states, "public community colleges all offer instruction through, but not beyond the fourteenth grade level

including, but not limited to one or more of the following: (a) standard collegiate courses for transfer to higher institutions, (b) vocational-technical fields leading to employment, and (c) general or liberal arts courses" (SDE, 1960). These functions are reconfirmed in the Report of the Joint Committee on the Master Plan for Higher Education (1973), the Board of Governors Five-Year Plan (1976-82), and the draft of the California Five-Year State Plan for Vocational Education 1983-87.

Preparation for an occupation through vocational education then has been a central thrust of California community colleges from their beginning nearly 75 years ago and occupationally related education is reported to comprise over two-thirds of the program enrollment in the community colleges today. Enrollment data indicate that in the 1979-80 school year 763,211 were enrolled in a program of occupational education, while an additional 177,259 students were enrolled in at least one course in occupational education (COCCC 1982). Of the 106 colleges in the state, 58 reported a full offering in vocational education (in seven USOE Code areas) while 48 offered programs in five or more code areas. All 106 offered programs in office occupations and all but one had offerings in distributive education and trade and industrial education.

The role of community colleges in providing lower division transfer programs is changing. There has been a decline in the number of transfer students, which began in the mid-1970s and continued in 1981 for most community colleges and for the state as a whole (CPEC, 1982). During the seven years, 1975-1981, the number of transfers to the University of California declined from 8,002 to 4,778 a decrease of 40 percent. Within the California State University system, the numbers decreased from 35,537 to 30,026 or 15 percent. Between 1975 and 1980 the number of students in credit courses, full and part-time remained relatively consistent (between 1.1 and

1.2 million). One assumption is that a significant decline in the role of community colleges for lower division courses is accompanied by an increase in the number of students looking to the community colleges for occupational training. The recent increase in the numbers of "reverse transfer" students (those with baccalaureate degrees enrolling in community colleges for occupational preparation) supports this assumption (Renkiewicz, 1982).

It is clear that the vocational education function is an important and integral part of the California community college system. Pat Hill-Hubbard, member of the Board of Governors, requested that her assessment of this issue be included in the final project report. "It is quite apparent that the major role of the community colleges is no longer a transfer function; they have primary responsibility for vocational education. The organization and activities within the Chancellor's Office must reflect the importance of that responsibility."

The following conclusions and recommendations are reflective of the major structural issues within the Chancellor's Office.

Organizational Structure of the Vocational Education Function in the Chancellor's Office

Conclusions

The inadequacy of the organizational structure has been a point of discussion by the Chancellor's Office staff and a major concern of community college administrators. The division of vocational education activities across several units has resulted in a fragmented, ineffective service delivery system. It is now virtually impossible to obtain timely, accurate and consistent responses to requests for information. It was very clear, however, that the services previously provided by the specialists in the

regional offices were of higher quality. Consequently, a significant proportion of administrators stated that the regional office structure should be reinstated.

Of major concern was the structural barrier and resulting dearth of leadership created by the administrative layering within the Chancellor's Office. Large numbers of respondents felt that administrators with little experience or background in vocational education were placed in positions where they were forced to respond to inquiries and policy matters for which they had inadequate information. Both the staff and field administrators felt that, in many situations, efforts to present cogent arguments for program development and funding were handicapped by the structure of the organization. The structure then is viewed as making it virtually impossible for the Chancellor's Office to exert the quality of statewide leadership it is expected and obligated to provide to the community colleges. The need for administrative leadership for vocational education, at a high enough level in the organizational structure to speak with authority for the Chancellor's Office, was identified as an essential element.

Recommendations

For the vocational education component in the Chancellor's Office to obtain an identity appropriate with the magnitude of community college offerings and enrollments in occupational education, the following changes must be made.

1. To fill the leadership void in vocational education, there must be an individual appointed who can speak for vocational education with the full authority of the Chancellor's Office.

a. This individual must have the main administrative responsibility for vocational education, and have direct access to the Chancellor.

b. This individual must have the authority to communicate directly with his/her counterparts in the California State Department of Education.

c. This individual must have expertise in vocational education and demonstrated competency as an administrator.

2. To eliminate the fragmented delivery of vocational education services, vocational education staff in the Chancellor's Office must be housed in a single unit.

3. To increase the ability of the Chancellor's Office to respond promptly and accurately to requests for information or assistance serious consideration should be given to the reinstatement of the regional offices.

Service Functions the Chancellor's Office Should be Providing and the Administration of Those Functions

Conclusions

The two major findings that emerged were that the administration of activities within the Chancellor's Office was characterized by poor management practices; and that there was a lack of communication within the vocational education staff and between the Chancellor's Office and the administrators of community colleges.

Both the staff and the field concluded that there was an absence of long- or short-term planning or evaluation to identify unit goals and assess progress toward meeting those goals. Likewise, there are no required staff

workplans or effective accountability systems. This has led to management by crisis rather than by plan. The result has been low staff morale, dissatisfaction, and little confidence in the Chancellor's Office to carry out its responsibilities. It was concluded that the issue of management must be addressed as high priority in any program or structural change in the Chancellor's Office.

Community college administrators indicated that the expenditure of two-thirds of staff time in regulatory activities was excessive. There is a need to eliminate the inefficiency and redundancy in the system. Additionally, the findings clearly indicate that the Chancellor's Office is overestimating the needs of community colleges for technical assistance and support services.

From the data collected it was concluded that the following services are expected by the administrators in the field:

1. The creation and maintenance of an efficient statewide system for allocating, funding, administering, and monitoring federally subsidized programs.
2. A system for monitoring and managing the state level administrative unit for vocational education which will give it status and respect by peers, clients and constituencies.
3. An information management system within the Chancellor's Office that could respond promptly to the many and varied questions which arise on programs, policies, enrollments and procedures.
4. Leadership and power in dealing with the legislative and various committees that make policies, recommendations, and decisions on funding and other aspects of programs in community colleges.

5. Leadership in bringing due statewide recognition and status to the community college system with other post-secondary institutions, state-federal bureaus, departments, and agencies that deal with post-secondary education, and the business/industrial community that employ many graduates of the community college system.
6. A cooperative orientation whereby the state level staff and colleges work together to assess programmatic needs, strengths, and weaknesses and design strategies to address needs and improve programs.
7. Leadership in forming a liaison with private business and industry in order to provide an ongoing assessment of the business climate, projections for growth in various sectors, and a method of upgrading the technical skills of community college personnel to reflect new and emerging technologies.
8. Leadership in designing a long-range research and dissemination program to meet the needs of the field.

Recommendation

There must be developed a short- and long-term plan for addressing the many concerns and issues related to the management of the vocational education functions and the services provided by the Chancellor's Office. To start the process, there must be appointed a high level administrator for vocational education who is given full authority and leadership for the following:

1. Carry out an internal and external needs assessment to:
   a. Determine the kinds of reports/forms, etc., needed for compliance with state and federal funding requirements.
   b. Compare these reports/forms with the kinds of information needed for program/management/planning/policy decisions at state level.

c. Restructure the internal management so it will efficiently provide the information needed and, at the same time, minimize duplication and redundancy.

d. Work with the colleges so the information system can provide the kinds of data they need for compliance, planning, management and evaluation.

2. In concert with the staff, put into motion a planning system to determine the following in the Chancellor's Office:

   a. The goals and objectives for the vocational education unit both short-term and long-term.

   b. The major functions and activities needed to carry out the goals and objectives.

   c. A set of priorities to implement the objectives.

   d. The internal organizational structures needed to carry out the functions and activities.

   e. The special skills/interests and expertise of existing staff members with a corresponding system for assigning staff to groups/units which will, to the extent possible, match staff assignments with individual interests and expertise.

3. With the staff, formulate a planning system (possibly simultaneously with planning the internal operation) that will address the needs of the various colleges for services in vocational education from the Chancellor's Office.

   a. Build on the findings of this study which describes services that college administrators expect from the Chancellor's Office and use these data as a starting point for determining needs.

b. Develop a short- and long-term program of work for providing the identified services.

c. Identify those staff resources in the Chancellor's Office in vocational education available for services to the colleges. Assign these individuals to tasks/activities commensurate with their interests and abilities.

d. Appoint a "coordinator" from the current staff, on a term basis, whose responsibilities include insuring communication to vocational staff members about plans for reorganization.

Qualifications of the Vocational Education Staff

Conclusions

The issue of qualifications for vocational education personnel surfaced repeatedly in interviews with the staff and field. The findings suggest that staff in vocational education in the Chancellor's Office need many of the same general skills and abilities as professional employees in any like institution.

The specialist was expected to have credentials in at least one U.S.O.E. code area and be recognized professionally for his/her high level of technical competency. These qualification would enable him/her to provide statewide leadership and expertise, be it with the colleges or in contacts with industry and agencies dealing with that subject area.

Mid-level administrative personnel were likewise expected to have credentials in vocational education as well as management and administrative experience.

In addition, leadership and interpersonal skills were viewed as desirable. Those having primary administrative responsibility for vocational

education need some of the same qualifications as the mid-level administrator with the difference being in degree. Competency in vocational education should be complemented by highly developed administrative ability and leadership skills. Prior visibility in vocational education must extend beyond the Chancellor's Office into the external environment of community colleges, legislative circles and other educational units and institutions in order to have the access and authority needed to bring leadership to vocational education.

The following description represents a profile of qualifications needed by vocational education staff in the Chancellor's Office.

1. Specialists in vocational education: persons credentialed in one of the seven U.S.O.E. vocational code areas and recognized professionally for his/her level of technical expertise. Experience in or an understanding of the needs of both community colleges and private business and industry is highly desirable.
2. Generalists in vocational education: persons who possess or qualify for credentials in one or more of the seven U.S.O.E. vocational code areas and have a working familiarity with most of the remaining areas. Possess proven general or community college administrative experience and human relations skills. The background and experience of this individual is typically appropriate for the mid-level management position.
3. Primary Administrator in vocational education: persons possessing a broad working knowledge of vocational education; proven administrative ability, preferably in community colleges; strong leadership skills; and the ability to relate to external bodies and institutions. This person typically is placed at a high administrative level.

Recommendations

The prevalence of the issue of qualifications necessitates that the Chancellor's Office give this serious consideration. The following ways are suggested for approaching the issue and setting resolutions in motion:

1. Identify more precisely within the office operations and, ultimately in job descriptions, the expectations for persons in each position. This should logically follow a study of the need for internal reorganization of functions and activities.
2. Identify the special interests and expertise of each staff member and, to the extent possible, match the staff expertise with necessary functions required within the office.
3. Study alternatives for upgrading skills of staff persons in those areas for which current expertise does not exist. Another alternative may be to go outside the office and bring in, on a short term consulting basis, individuals with the particular competencies needed.
4. When hiring new staff persons insure that the position description reflects the needs of the office.
5. Establish a general office personnel policy as guidance for employees so they see their role more precisely.

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Appendix A

Presidents
Deans of Instruction
Deans of Occupational Education

Respondents ID: _____

VOCATIONAL EDUCATION MANAGEMENT STUDY

In preparing for the development of this questionnaire, the UC Davis research staff has talked with a number of staff persons in the Vocational Education portion of the Chancellor's Office, Community Colleges and several community college Deans of Occupational Education. These initial contacts identified a number of concerns which were common to persons in the field as well as staff in the Chancellor's Office. These concerns focused on leadership, administration and organization of the Vocational Education units for college services and program evaluation and approval.

The following questions are designed to collect pertinent information which is needed by the research staff in making its recommendations to the Chancellor. Your responses will be confidential and that confidentiality will be maintained to the full extent of the law. Findings will be reported in aggregate form only. Individual responses will not be reported.

By legislative mandate the Chancellor's Office is responsible for carrying out a number of vocational education functions such as: administration of program applications and program funding, monitoring grants, preparation of the state plan and accountability reports, administration of claims, collection of data, etc.

In addition to the mandated functions mentioned above, the Chancellor's Office provides technical assistance and other support services to community colleges.

1. To what extent do you rely on or use the Chancellor's Office for assistance in the following areas? Rate the quality of the service you receive.

Assistance	Use			Quality		
	Often	Seldom	Never	Superior	Satis-factory	Un-satisfactory
A. Planning occupational education						
B. Curriculum development						
C. Procurement of resources						
D. Labor market data to plan new programs						
E. Interpretation of regulations						
F. Inservice/preservice training						
G. Representing the needs of community colleges to legislative bodies						
H. Supervising the administration of your college's occupational education program						

2. For <u>each</u> vocational subject area specialty in which you have a program, indicate your need for technical assistance for the categories listed. (see matrix below)

   1 = essential
   2 = useful but not essential
   3 = not necessary

	Have Program (check)	Planning	Curric. Develop.	Procure Resources	Labor Mkt. Data to Plan	Interpret Regs.	Inservice/ Preservice Training	Represent to Legislature	Supervise Admin. of Programs
Admin. of Justice									
Agri/Natural Resources									
Distributive & Office Ed.									
Fire Science									
Health									
Home Econ & Consumer Homemaking									
Trade/Industrial/ Technical									
Apprenticeship									
Cooperative VE									

3. Within each of these priority program areas, indicate your need for technical assistance from the Chancellor's Office.

1 = essential
2 = useful not not essential
3 = not necessary

_____ Handicapped
_____ Disadvantaged
_____ Limited Eng. Proficiency
_____ Support Services for Women
_____ Displaced Homemaker
_____ Child Care
_____ Gender Equity
_____ Displaced Workers
_____ Other Employment Training

4. Are there services that are currently <u>not</u> being provided by the Chancellor's Office to community colleges which, in your estimation, <u>should</u> be provided? If so, please describe.

An area of concern expressed by members of both the Chancellor's Office staff and Deans of Occupational Education has been the kinds of qualifications needed by the professional staff and administrators having occupational education responsibilities.

5. To effectively carry out responsibilities related to occupational education within the Chancellor's Office, which of the following qualifications are essential?

A. For the professional staff (specialists):

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain why you think these qualifications are needed.

B. For administrators responsible for vocational education functions within the Chancellor's Office:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain why you think these qualifications are needed.

C. For the person who has (will have) the primary responsibility of vocational education leadership in the Chancellor's Office:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain why you think these qualifications are needed.

D. For the person who has (will have) primary responsibility for representing Vocational Education to the legislature, the Board of Governors, State Department of Education and other state agencies:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain:

The following questions are intended to give us some insight into your judgment of the overall functioning and organization of vocational education within the Chancellor's Office.

6. In providing vocational education services to the community colleges, what are the <u>strengths</u> of the Chancellor's Office?

7. In providing vocational education services to the community colleges, what are the <u>weaknesses</u> of the Chancellor's Office?

8. What do you consider to be the three most important issues in the discussion of improving the services of the Chancellor's Office to programs of Vocational Education in your college?

9. Are there additional comments/observations you would like to make about the structure, organization, or administration of Vocational Education within the Chancellor's Office? If yes, please describe.

We need some demographic data to use in the analysis.

10. Area of vocational education specialization:

_____ President/Superintendent
_____ Dean of Instruction
_____ Dean, Occupational Education

Area of responsibility:

_____ Single College
_____ District Level

11. How long have you been in your present position?

_____ Years

12. Prior to assuming your current position, did you have Vocational Education teaching experience?

_____ Yes
_____ No

If yes, please describe:

List other pertinent experience in trade or industry.

Chancellor's Office staff

Respondents ID: _____

VOCATIONAL EDUCATION MANAGEMENT STUDY

In preparing for the development of this questionnaire, the UC Davis research staff has talked with a number of staff persons in the Vocational Education portion of the Chancellor's Office, Community Colleges and several community college Deans of Occupational Education. These initial contacts identified a number of concerns which were common to persons in the field as well as staff in the Chancellor's Office. These concerns focused on leadership, administration and organization of the Vocational Education units for college services and program evaluation and approval.

The following questions are designed to collect pertinent information which is needed by the research staff in making its recommendations to the Chancellor. Your responses will be confidential and that confidentiality will be maintained to the full extent of the law. Findings will be reported in aggregate form only. Individual responses will not be reported.

By legislative mandate the Chancellor's Office is responsible for carrying out a number of vocational education functions such as: administration of program applications and program funding, monitoring grants, preparation of the state plan and accountability reports, administration of claims, collection of data, etc.

In addition to the mandated functions mentioned above, the Chancellor's Office provides technical assistance and other support services to community colleges.

1. To what extent do you rely on or use the Chancellor's Office for assistance in the following areas?

Assistance	Use		
	Often	Seldom	Never
A. Planning occupational education			
B. Curriculum development			
C. Procurement of resources			
D. Labor market data to plan new programs			
E. Interpretation of regulations			
F. Inservice/preservice training			
G. Representing the needs of community colleges to legislative bodies			
H. Supervising the administration of your college's occupational education program			

2. For <u>each</u> vocational subject area specialty in which you have a program, indicate your need for technical assistance for the categories listed. (see matrix below)

   1 = essential
   2 = useful but not essential
   3 = not necessary

	Have Program (check)	Planning	Curric. Develop.	Procure Resources	Labor Mkt. Data to Plan	Interpret Regs.	Inservice/ Preservice Training	Represent to Legislature	Supervise Admin. of Programs
Admin. of Justice									
Agri/Natural Resources									
Distributive & Office Ed.									
Fire Science									
Health									
Home Econ & Consumer Homemaking									
Trade/Industrial/ Technical									
Apprenticeship									
Cooperative VE									

3. Within each of these priority program areas, indicate your need for technical assistance from the Chancellor's Office.

1 = essential
2 = useful not not essential
3 = not necessary

_____ Handicapped
_____ Disadvantaged
_____ Limited Eng. Proficiency
_____ Support Services for Women
_____ Displaced Homemaker
_____ Child Care
_____ Gender Equity
_____ Displaced Workers
_____ Other Employment Training

4. Are there services that are currently <u>not</u> being provided by the Chancellor's Office to community colleges which, in your estimation, <u>should</u> be provided? If so, please describe.

An area of concern expressed by members of both the Chancellor's Office staff and Deans of Occupational Education has been the kinds of qualifications needed by the professional staff and administrators having occupational education responsibilities.

5. To effectively carry out responsibilities related to occupational education within the Chancellor's Office, which of the following qualifications are essential?

A. For the professional staff (specialists):

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain why you think these qualifications are needed.

B. For administrators responsible for vocational education functions within the Chancellor's Office:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain why you think these qualifications are needed.

C. For the person who has (will have) the primary responsibility of vocational education leadership in the Chancellor's Office:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain why you think these qualifications are needed.

D. For the person who has (will have) primary responsibility for representing Vocational Education to the legislature, the Board of Governors, State Department of Education and other state agencies:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain:

The following questions are intended to give us some insight into your judgment of the overall functioning and organization of vocational education within the Chancellor's Office.

6. In providing vocational education services to the community colleges, what are the <u>strengths</u> of the Chancellor's Office?

7. In providing vocational education services to the community colleges, what are the <u>weaknesses</u> of the Chancellor's Office?

8. What do you consider to be the three most important issues in the discussion of improving the services of the Chancellor's Office to programs of Vocational Education in your college?

9. Are there additional comments/observations you would like to make about the structure, organization, or administration of Vocational Education within the Chancellor's Office? If yes, please describe.

We need some demographic data to use in the analysis.

10. Area of vocational education specialization:

_____ Admin. of Justice
_____ Agriculture/Natural Resources
_____ Distributive/Office Ed.
_____ Health
_____ Home Economics
_____ Trades and Industry
_____ Other: (specify)

Major Area of Responsibility: (please specify)

11. How long have you been in your present position?

_____ Years

12. Prior to assuming your current position, did you have Vocational Education teaching experience?

_____ Yes
_____ No

If yes, please describe:

List other pertinent experience in trade or industry.

State Director
Board of Governors
Advisory Council
Trade/Industry Representatives

Respondents ID: _____

VOCATIONAL EDUCATION MANAGEMENT STUDY

In preparing for the development of this questionnaire, the UC Davis research staff has talked with a number of staff persons in the Vocational Education portion of the Chancellor's Office, Community Colleges and several community college Deans of Occupational Education. These initial contacts identified a number of concerns which were common to persons in the field as well as staff in the Chancellor's Office. These concerns focused on leadership, administration and organization of the Vocational Education units for college services and program evaluation and approval.

The following questions are designed to collect pertinent information which is needed by the research staff in making its recommendations to the Chancellor. Your responses will be confidential and that confidentiality will be maintained to the full extent of the law. Findings will be reported in aggregate form only. Individual responses will not be reported.

Federal law has established functions and responsibilities that are to be carried out by state agencies that administer federal vocational education funds. In general these responsibilities include planning, program approval, program evaluation and improvement and administration of funding. In addition, the Chancellor's Office provides technical assistance and support services to community colleges in vocational subject speciality and national priority areas.

1. In your opinion should the Chancellor's Office have responsibility for carrying out the technical assistance and support functions identified above? Why or why not?

2. Are there functions or services that are currently not being provided by the Chancellor's Office which should be provided? If so, please describe.

An area of concern expressed by members of both the Chancellor's Office staff and Deans of Occupational Education has been the kinds of qualifications needed by the professional staff and administrators having occupational education responsibilities.

3. To effectively carry out responsibilities related to occupational education within the Chancellor's Office, which of the following qualifications are essential?

   A. Four the professional staff (specialists):

   _____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
   _____ 2. supervisory, managerial or administrative experience preferably in a community college.
   _____ 3. other: specify.

   Briefly explain why you think these qualifications are needed.

   B. For administrators responsible for vocational education functions within the Chancellor's Office:

   _____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
   _____ 2. supervisory, managerial or administrative experience preferably in a community college.
   _____ 3. other: specify.

   Briefly explain why you think these qualifications are needed.

C. For the person who has (will have) the primary responsibility of vocational education leadership in the Chancellor's Office:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain why you think these qualifications are needed.

D. For the person who has (will have) primary responsibility for representing Vocational Education to the legislature, the Board of Governors, State Department of Education and other state agencies:

_____ 1. subject matter expertise in a vocational subject area plus teaching experience in a vocational area.
_____ 2. supervisory, managerial or administrative experience preferably in a community college.
_____ 3. other: specify.

Briefly explain:

The following questions are intended to give us some insight into your judgment of the overall functioning and organization of vocational education within the Chancellor's Office.

4. In providing vocational education services to the community colleges, what are the <u>strengths</u> of the Chancellor's Office?

5. In providing vocational education services to the community colleges, what are the <u>weaknesses</u> of the Chancellor's Office?

6. What do you consider to be the three most important issues in the discussion of improving the services of the Chancellor's Office to programs of Vocational Education?

7. Are there additional comments/observations you would like to make about the structure, organization, or administration of Vocational Education within the Chancellor's Office? If yes, please describe.

We need some demographic data to use in the analysis.

8. Area of vocational education specialization:

_____ Board of Governors
_____ Advisory Council
_____ State Director
_____ Trade/Industry Representative

9. How long have you been in your present position?
_____ Years

10. Prior to assuming your current position, did you have Vocational Education/Teaching experience?

_____ Yes
_____ No

If yes, please describe:

List other pertinent experience in trade or industry.

Out-of-State

Respondents ID: _____

VOCATIONAL EDUCATION MANAGEMENT STUDY

In preparing for the development of this questionnaire, the UC Davis research staff has talked with a number of staff persons in the Vocational Education portion of the Chancellor's Office, Community Colleges and several community college Deans of Occupational Education. These initial contacts identified a number of concerns which were common to persons in the field as well as staff in the Chancellor's Office. These concerns focused on leadership, administration and organization of the Vocational Education units for college services and program evaluation and approval.

The following questions are designed to collect pertinent information which is needed by the research staff in making its recommendations to the Chancellor. Your responses will be confidential and that confidentiality will be maintained to the full extent of the law. Findings will be reported in aggregate form only. Individual responses will not be reported.

Federal law has established functions and responsibilities that are to be carried out by state agencies that administer federal vocational education funds. In general these responsibilities include planning, program approval, program evaluation and improvement and administration of funding.

1. Should the state agencies who have responsibility for administering postsecondary vocational education programs, have responsibility that goes beyond the federal mandate? If so, what should it be?

Among individuals having responsibility for postsecondary vocational education programs, there is dissagreement about the kinds of qualifications that are needed by the state level staff to effectively carry out their responsibilities.

2. To effectively carry out responsibilities related to state administration of postsecondary vocational education programs, what qualifications are essential for:

   A. entry level professional staff:

   B. mid-level administrators:

C. primary vocational education administrators: (i.e., Director/Vice Chancellor):

3. In your estimation, what are the most critical issues facing state level postsecondary vocational education administrators?

4. Title of Respondent:

_____ USOE Representative

_____ State Director

_____ American Association of Community/Junior Colleges

Appendix B

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1238 S STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

October 5, 1982

The Legislature has directed the Chancellor's Office of the California Community Colleges to prepare a program and budget review of the vocational education activities within its Program Approval and Evaluation and College Services Units. It is anticipated that the information collected during this review will be used to restructure the organization of the vocational education staff at the Chancellor's Office.

One phase of the review is focused on collecting information from representatives of California Community College districts to determine what activities the Community Colleges think the Chancellor's Office should be providing.

Through a randomized process a sample of community colleges and/or districts has been selected. As your institution has been included in our sample, it is our hope that you, as a representative, will participate in the study. The information you provide will give us important insights into the needs of the Community Colleges.

Dr. Orville Thompson and Dr. Barbara Goldman at the University of California, Davis are directing this phase of the research effort. A member of their staff will be contacting you in the near future to set up a time for either a telephone or personal interview.

Your cooperation will be greatly appreciated.

Sincerely,

Gus Guichard
Executive Vice Chancellor

GG:ph

UNIVERSITY OF CALIFORNIA, DAVIS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF APPLIED BEHAVIORAL SCIENCES DAVIS, CALIFORNIA 95616

October 15, 1982

In the past week you should have received a letter soliciting your participation in a Vocational Education management study being conducted at the University of California, Davis under the direction of Dr. Orville E. Thompson and Dr. Barbara Goldman.

We are now in the process of setting up times to conduct a telephone or personal interview with you. In the near future a member of our staff will be contacting you to schedule a convenient time during which the interview can be conducted (the time needed for the interview is expected to be 45 minutes).

Enclosed you will find a copy of the interview schedule. It would be helpful if you would use this during the telephone interview. We hope you will have some time prior to the interview to look over the questions. In considering your responses, you may want to consult with members of your occupational education staff.

Your time and cooperation are greatly appreciated.

Sincerely,

Orville E. Thompson, Ph.D.

Barbara Goldman, Ph.D.

OET:BG:ph

Enclosure

Appendix C

Table 1

Use of Technical Assistance or Support Services

	Planning Occupational Education		Curriculum Development		Procurement of Resources		Labor Market Data to Plan		Interpretation of Regulations		Inservice/ Preservice Training		Representing Needs to Legislature	
	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office
Often	21%	52%	2%	43%	28%	59%	12%	23%	79%	100%	26%	57%	53%	60%
	(9)	(11)	(1)	(9)	(12)	(13)	(5)	(5)	(34)	(23)	(11)	(13)	(19)	(12)
Seldom	67%	43%	65%	48%	49%	32%	35%	45%	21%	0	50%	43%	36%	35%
	(29)	(9)	(28)	(10)	(21)	(7)	(15)	(10)	(9)		(21)	(10)	(13)	(7)
Never	12%	5%	33%	9%	23%	9%	53%	32%	0	0	24%	0	11%	5%
	(5)	(1)	(14)	(2)	(10)	(2)	(23)	(7)			(10)		(4)	(1)
	110%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(43)	(21)	(43)	(21)	(43)	(22)	(43)	(22)	(43)	(23)	(42)	(23)	(36)	(20)

Table 2

Need for Technical Assistance in Priority Program Areas

	Handicapped		Dis-advantaded		Limited English Proficiency		Support Services for Women		Displaced Homemaker		Child Care		Gender Equity		Displaced Workers		Other Employment Training	
	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office	Field	Chancellors Office
Essential	63%	71%	53%	71%	35%	71%	33%	75%	28%	78%	31%	52%	33%	74%	50%	70%	38%	71%
	(27)	(17)	(23)	(17)	(15)	(17)	(14)	(18)	(12)	(18)	(13)	(12)	(14)	(17)	(21)	(16)	(16)	(17)
Useful	30%	29%	35%	29%	51%	29%	53%	25%	55%	22%	36%	44%	49%	26%	36%	30%	45%	29%
	(13)	(7)	(15)	(7)	(22)	(7)	(23)	(6)	(23)	(5)	(15)	(10)	(21)	(6)	(15)	(7)	(19)	(7)
Not Necessary	7%	0	12%	0	14%	0	14%	0	17%	0	33%	4%	18%	0	14%	0	17%	0
	(3)		(5)		(6)		(6)		(7)		(14)	(1)	(8)		(6)		(7)	
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(43)	(24)	(43)	(24)	(43)	(24)	(43)	(24)	(42)	(23)	(42)	(23)	(43)	(23)	(42)	(23)	(42)	(24)

Table 3

Quality of Technical Assistance as Rated by Field

	Planning Occupational Education	Curriculum Development	Procurement of Resources	Labor Market Data to Plan	Interpretation of Regulations	Inservice/ Preservice Training	Representing Needs to Legislature
Superior	18%	19%	16%	13%	51%	21%	30%
	(6)	(5)	(5)	(3)	(22)	(6)	(9)
Satisfactory	73%	73%	71%	64%	47%	68%	37%
	(24)	(19)	(22)	(14)	(20)	(19)	(11)
Unsatisfactory	9%	8%	13%	23%	2%	11%	33%
	(3)	(2)	(4)	(5)	(1)	(3)	(10)
	100%	100%	100%	100%	100%	100%	100%
	(33)	(26)	(31)	(22)	(43)	(28)	(30)